



**East Central University**  
**Department of Education**  
 CAEP Annual Reporting Measures  
 Data Collected from Sept. 1, 2023 - August 31, 2024



## Impact Measures

**Measure 1: (Initial) Completer Effectiveness. (R4.1)**

*(R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.*

The most compelling evidence of completer effectiveness comes from three interrelated data sources that triangulate to present a comprehensive view of completer impact – Teacher Leader Effectiveness (TLE) Evaluation, STAR Reading Assessment Study, and OEQA Administrator/Mentor Survey. This approach provides more robust evidence of program impact than any single measure could provide alone.

*TLE.* Evaluations provide comprehensive evidence that ECU completers effectively apply professional knowledge, skills, and dispositions. Across three cycles, 530 completers consistently performed in the "Effective" to "Highly Effective" range with an overall mean of 3.62. Recent cycles show upward trajectory: 3.57 (2022-2023), 3.64 (2023-2024), and 3.65 (2024-2025).

<b>TLE Classroom Teachers Total Evaluation Scores</b>					
<b>Year</b>	<b>N</b>	<b>Mean Score</b>	<b>Minimum Score (Min)</b>	<b>Maximum Score (Max)</b>	<b>Score Range (Max-Min)</b>
<b>2024-2025</b>	210	3.65	2.13	5.00	2.87
<b>2023-2024</b>	187	3.64	2.85	5.00	2.15
<b>2022-2023</b>	133	3.57	2.55	5.00	2.45
<b>Total</b>	<b>530</b>	<b>3.62</b>	<b>2.51</b>	<b>5.00</b>	<b>2.49</b>

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Within each of the domains, specific indicators are assessed by trained evaluators within the district. Indicators rating scales range from 1 to 5 (ineffective, needs improvement, effective, highly effective, and superior)

<b>Classroom Teachers Domain Evaluation Scores – Tulsa Model 2024-2025</b>					
Domain	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Domain Topic	Classroom Management	Instructional Effectiveness <sup>1</sup>	Professional Growth & Continuous Learning	Interpersonal Skills	Leadership
CAEP Alignment: <i>Domain scores demonstrate completers can...</i>	Application of professional knowledge and skills needed for managing behavior, establishing positive climates, and building student relationships.	Application of professional knowledge and skills needed for lesson implementation that is based on academic standards, inclusive of all learners, and responsive to assessment.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions and application of professional skills needed for open, sensitive communication with families and colleagues.	Presentation of attributes and characteristics which underlie observable, professional dispositions resulting in contributions to the profession and increased growth among colleagues, the school, and students.
Mean Score	3.70	3.58	3.77	3.71	3.69
Minimum Score	1.83	2.00	2.00	2.00	3.00
Maximum Score	5.00	5.00	5.00	5.00	5.00
Range (Max-Min)	2.17	3.00	3.00	3.00	2.00

Note: 199 of the 210 classroom evaluations were the Tulsa Model, so the data from it is represented in the chart. <sup>1</sup>The Instructional Effectiveness Domain includes a compilation of 10 different dimensions, one of which is Instructional Effectiveness (3.63).

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*STAR Reading Assessment.* STAR is a nationally-normed, computer-adaptive assessment measuring reading achievement and growth. STAR Reading Assessment measures students' progress between two testing sessions – one in the fall and one in the spring. Data can evaluate students' reading improvement during the school year or over multiple school years. The Educator Preparation Provider (EPP) maintains partnerships with local schools to measure the impact program completers have on the academic success of P-12 students. The EPP collects STAR Reading Assessment data from program completers in several local schools. Across three cycles, EPP completers demonstrated positive impact with multiple students per year. Student Growth Percentiles average increase indicated growth on average exceeding national norms, Grade equivalent changes demonstrated appropriate progression, while scaled score gains suggest the EPP producing graduates who strongly impact student learning. However, based on the recent Star Reading data, students showed an Average Grade Equivalent change of less than one year, indicating that completers' students performed lower than the one year of growth expectation.

The data are provided below:

<b>Year</b>	<b>Number of Students Impacted</b>	<b>Grade Level</b>	<b>Average Student Growth Percentile (SGP) Change</b>	<b>Average Scaled Score (SS) Change</b>	<b>Average Grade Equivalent (G.E.) Change</b>
2024-2025	63	3 - 5	56.41	.74	+.75
2023-2024	65	4 & 5	63.23	+89	+0.85
2022-2023	28	4	**	+30	+0.61

*OEQA Administrator/Mentor Survey.* 74 respondents across 2022, 2024, and 2025 demonstrated consistent satisfaction with completer preparation. Overall effectiveness ratings averaged 3.00 to 3.68 across all cycles, with programs consistently scoring above the 3.0 "effective" threshold and achieving 85.7% to 100% target attainment, providing evidence that ECU effectively prepares completers for classroom success (see Attachment #1)

[Back to Table of Contents](#)

East Central University  
 College of Education and Psychology  
 Department of Education

**Oklahoma Administrator/Mentor of First Year Teachers' Survey Results 2021-2022 through 2023-2024.**

*Assessment completed by Administrators and Mentors of First-Year Teachers*

*Disseminated by OEQA 2021-2022 and 2023-2024*

InTASC Standard	The Learner and Learning						Content				Instructional Practice							Professional Responsibility					Overall Satisfaction	
	Learner Development			Learning Differences	Learning Environment		Content Knowledge		Application of Content		Assessment		Planning for Instruction		Instructional Strategies			Professional Learning & Ethical Practice		Leadership & Collaboration				
	Question	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6 (Tech)	7 (Tech)	1	2	3	4		5
2024 n=38	3.24	3.26	3.26	3.05	3.39	3.37	3.24	3.24	3.13	3.08	3.18	3.18	3.08	3.11	3.16	3.37	3.39	3.34	3.24	3.18	3.13	3.11	3.11	3.13
2023	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2022 n=26	3.27	3.38	3.23	3.31	3.42	3.50	3.31	3.27	3.19	3.27	3.19	3.19	3.19	3.19	3.38	3.46	3.42	3.46	3.46	3.19	3.19	3.23	3.23	3.27

Note: No First Year Teacher Surveys from 2022-2023 were collected by the Oklahoma State Department of Education; Oklahoma Educational Quality and Accountability (OEQA) changed testing formats after the 2023-2024 school year; Specific wording for the Question numbers above can be found on the following sheet, titled "2022-2024 Questions."

